

STRESS IN HIGHER EDUCATION TEACHERS

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Abstract

With advent of globalization, privatization and liberalization, there was a drastic need of higher studies & professional institutes. Un doubtfully many government and self financed Institutes have emerged, and are playing a vital role in imparting higher education to the young aspirants. The teachers especially in private higher institutes under go stress due to demanding tasks and related reasons. The ever changing demands of the working world can increase levels of stress especially for those under pressure. Beside teaching the subject a teacher need to perform tasks as classroom management, time management, timetable planning, syllabus designing, evaluation, ,maintaining discipline, and many others. Due to human limitations teachers find themselves loaded with extra jobs, thereby stress is caused. This paper focus on the demographics of teachers and its association with stress in teachers of higher education, in a private self financed institute.”

Keywords: Stress, Higher Education, Teachers, Departments.

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1. Introduction

In the current situation, where because of market-driven reforms, competition for jobs has greatly increased, there are many expectations for the role or roles the teacher must play in the university. Students expect the teachers to be knowledgeable, up to date, well prepared and articulate. Colleagues expect the teacher to be a "productive scholar", engaged in research of some significance. The administration of the university requires the teacher to take part in the committee work of her department /university and carry her share of administrative work. The teachers' professional associations expect her interest, participation, and adherence to their standards. The community and society expect the teacher to make her expertise available when it is sought. How do the academics at the higher education manage these apparently differing roles? What does teaching at the University really entail? Not only are traditional notions of teacher professionalism being reframed, the role of teachers in managing educational institutions is being moved away from managing the curriculum towards managing tasks and systems. 'As responsibility for designing ones own curricula and one's own teaching & creased, responsibility over technical tasks and management concerns come to the force. All this pushes the teaching profession away from its traditional concern and activities towards a new direction.

1.1 Statement of the problem

In the contemporary world, when high aspirations and competition is a buzzword, life and growth seems to be tough with new challenges. Performance , placement dimensions, societal pressure, survival of the fittest issue, financial, mental security, self esteem needs, are hard to cope up with. "The task facing people in Higher Education is to think beyond the limitations of ,conventional wisdom. As a result stress has emerged not only in students but also in teachers. "These concepts lead to stress is teaching profession and this study is done to analyze the different dimensions of stress in higher education institute."

1.2 Review of Literature:

Blase, J. (1986) found a strong correlation between Occupational stress and negative feelings in teachers. **Borg, M. (1990)**, reports that up to one third of teachers perceive their occupation as highly stressful. In the United States, thirty-nine percent of teachers leave the profession in the first five years. Teachers who perceive a lack of support and poor treatment will more likely

view their work as highly stressful, and high levels of stress are reported to be one of the main reasons for teachers leaving the profession in the early years of their career. **Brown, M. and Ralph, S. (1998)** identify the well-known Type 'A' and Type 'B' personality factors: **Byrne, B. M. (1991)**, Younger teachers experience higher levels of emotional exhaustion and depersonalization than older ones, High-school teachers exhibit lower personal accomplishment and higher depersonalization than teacher at elementary education, and male teachers show more personalization than female teachers. **Cox, T., Mackay, C. J., Cox, S., Watts, C., & Brockley, T. (1978, September)** In the United Kingdom, T. Cox et al. identified five factors associated with job satisfaction: school organization, job demands, teaching resources and job environment, career and training, and pupil behaviour. **Dewe, P. (1986)**. emphasises the importance when considering teacher stress of "the distinction between the presence of negative job aspects and the absence of positive ones", and of "being aware not only of the things which cause stress but also of those aspects which offer support, satisfaction and joy". **Dewe, P. (1986)**. identified the following work stressors: task overload, lack of control over activities and outcomes, insufficient satisfaction from work, role conflicts, rapid or unpredictable changes, interpersonal conflicts, unrealistic expectations, and feelings of teachers. **Dollard, M. (2001)**. A useful overview of current research is provided by Dollard. She identifies a range of theoretical approaches which seek to explain work-related stress - in terms of stimulus- response combinations, sociological or psychological paradigms, or emphasis on factors in the environment or in the individual as the source of stress . **Dunham, J. (1992)**, A more sophisticated analysis was made by Dunham (1992), who defined stress as a process of behavioural, emotional, mental, and physical reactions caused by prolonged, increasing or new pressures that are *Occupational Stress Among School teachers* significantly greater than the availability of "coping" strategies. **Farber, B. A.**, even argued that "teachers are not burned out, they are worn out. Instead of burning out from overwork, they turn off to the job and stop attempting to succeed in situations that appear hopeless" .He went on to argue that those burned-out teachers had once been the most dedicated teachers in their schools. Therefore, he tried to clarify that there are more worn-out teachers than burned out ones. **Guglielmi, R. and Tatrow, K. (1998)**. discuss a range of methodological issues, including the importance of moderating variables, which they believe to have been substantially overlooked; the problems inherent in the cross-sectional design used in almost all the empirical research in this field; and the lack of consensus about conceptualisations of stress

and of uniform measures of stress. **Haikonen, M. (1999)** found teachers' stress to be related to threats which were directed at one's personality and being as a teacher, and to the concrete consequences of conflicts and concern about the situation continuing. In the study by Haikonen, teachers reported on how their ways of coping had changed during their careers. Conflicts were evaluated to depend more and more on occupation than own personality. Teachers gave up an aggressive mode of action and tried to move towards calmness and control of their feelings.

Jarvis, M. (2002). Large numbers of teachers report high levels of stress. This purpose of this paper is to reflect on a search for a more accurate picture of teacher stress and effective coping strategies.

Kyriacou, C. & Sutcliffe, J. (1978) The concept of stress appraisal has been studied in conjunction with interactive models. Kyriacou and Sutcliffe (1978) initially believed that how a teacher assesses the demands made upon him was dependent upon his or her personal characteristics and his/her perception of the demands. However, further research with 257 teachers in 16 schools convinced them that the demographic characteristics (sex, qualifications, age, length of teaching experience, and position held at school) had little to do with stress appraisal. They found though, that personality characteristics might be a determinant and they reported that perception played a large role.

Kyriacou, C., & Sutcliffe, J. (1978), An early analysis came from Kyriacou and Sutcliffe, presented a model of teacher stress which conceptualized teacher stress as "a response syndrome mediated by an appraisal of threat to the teacher's self-esteem or well-being and by coping mechanisms activated to reduce the perceived threat".

Larchick, R, & Chance, E. (2002, June), On a personal level teacher stress can affect health, well-being and performance

Lazarus, R. S. (1990), Lazarus (1990a) views stress as a subjective phenomenon, which is best measured by studying individuals' minor annoyances together with sources of stress and adaptation outcomes. In addition, Lazarus pays attention to the periods during which stress is studied.

Merrow, J. (1999, October 6), After examining national and state efforts to recruit new teachers, Merrow (1999) concluded that the teacher shortage problem has been misdiagnosed. He strongly asserts that the problem is not recruitment, but retention of teachers.

R Holahan, C. J. & Moos, R. H. (1986). Researchers have usually defined stress by utilizing well-known models or definitions of stress and applying them to their empirical starting-points and data base. In these models the starting point is that psychological stress affects physical health.

Schonfeld. I. (1990), Worldwide surveys reveal widespread concern about the effects of stress on teachers' sense of well-being and their willingness to stay

in the profession. Compared to the general population, teachers are at risk for higher levels of psychological distress and lower levels of job satisfaction (Travers and Cooper, 1993; Schonfield, 1990). highly stressed individuals are less likely to form or maintain supportive workplace relationships. **Skaalvik, E. M., & Skaalvik, S. (2007)**, Student Behaviour is another factor contributing to teacher Burnout. If supported by research, school-based stress management programs may provide a method for reducing teacher burnout and improving school and classroom environments. This article describes an experimental study that evaluated the impact of a school-based and collaboratively implemented stress management program on teachers' emotional exhaustion, depersonalization, and personal accomplishment perceptions. **Stoeber, J., & Rennert, D. (2008)**. Teachers suffer from stress and burnout in numbers greater than those in similar professions. Although teaching is said to be a relatively easy job, teachers are said to be more prone to stress. **Travers, C and Cooper, C. (1998). London: Whurr.** Travers and Cooper (1998) describe as one of the “complexities of teaching as a profession” ,that teachers can be much stressed and still experience satisfaction with some aspects of work.

1.3 Research Method

1.3.1 Objective of the study

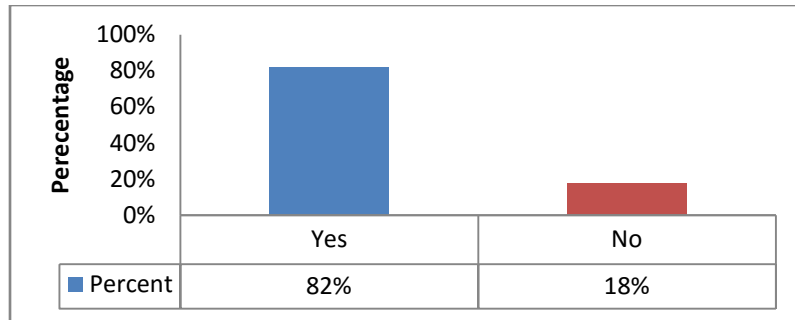
To study the association between demographic profile and Stress of Higher Education Teachers in a self financed Higher Education Institute for professional courses..

1.3.2 Sample Design and Tools:-Three departments have been taken for study,they are, Information Technology, Management and Hotel Management. The total sample taken for study from these three departments would be 60 in number.Approximately 20 sample is taken from each of the three department. Staistical tool used is **Chi Square test**

2.Results and Analysis

This section discuss the analysis of results with respect to the questions asked regarding stress . Respondants from different departments were asked question regarding Employee stress ,82 percent teachers answered yes and 18 percent answered no, it is observed that stress is a common experience growing in the working place shown in figure 2.

Fig 2. **Employee stress**



The respondents (Employees) selected for the research study, belongs to different age groups, gender, marital status, managerial levels, departments, working experience, etc. The demographic profile of these employees is assumed to have significant impact on the level of stress in employees. In the research study the effort is made to analyze the relationship between the level of stress with respect to different demographic profile of the employees as both the variables are nominal in nature, The Chi Square Statistic is used to analyze the association between the Demographic profile and the level of stress. The results of the Chi Square Statistic are shown in table numbered 2.1 to 2.6.

2.1 Association of Age with Stress

In the Project under study the employees are divided into 3 age groups, these are, less than 30 years of age, from 30 to 40 years of age, between 40 to 50 years of age and more than 50 years of age. The Chi Square test is applied to test the null hypothesis that there is no association of age with the level of stress, the results of Chi Square test is shown in table 2.1. **The result indicate that there is a significant association between teachers age and stress being a common experience now a days, it is found that stress is a common experience by teacher's having age between 30 to 40 years.**

Table 2.1 Association of Age with Stress

Stress	Chi Square Statistic	P value	Cramer Statistic	Remark
Employee stress is a common now a days?	14.366	.002	.539	Stress is more common for 30 to 40 years respondents.

2.2 Association of Gender with Stress

In the Project under study the employees are divided into 2 groups, on the basis of gender, male and female, The Chi Square test is applied to test the null hypothesis that there is no association of gender with the level of stress, the results of Chi Square test is shown in table 2.2. **It is found that there is a significant association of gender with the fact that stress is common now a days.** The result show that stress is more common for males than females.

Table 2.2: Association of Gender with Stress

Stress	Chi Square Statistic	P value	Cramer Statistic	Remark
SEmployee stress is a common now a days?	10.131	.001	.450	Stress is more common for male, respondents.

2.3 Association of Marital Status with Stress

The respondents are divided into married and Unmarried category on the basis of marital status. The Chi Square test is applied to test the null hypothesis that there is no association of marital status with the level of stress, the results of Chi Square test is shown in table 2.3. It is found **that there is a significant association of marital status with the fact that stress is common now a days.** The result show that stress is more common for married employees than unmarried one.

Table 2.3: Association of Marital Status with Stress

Stress	Chi Square Statistic	P value	Cramer Statistic	Remark
Employee stress is a common now a days?	2.922	.087	.242	Stress is more common for married respondents.

2.4 Association of Department with Stress

The respondents belong to three different departments, Information Technology, management and Hotel Management. The Chi Square test is applied to test the null hypothesis that there is no association of department with the level of stress, the results of Chi Square test is shown in table 2.4. It is found that there is no significant association of department with the fact that stress is common now a days and the teachers feeling stressed.

Table 2.4: Association of Department with Stress

Stress	Chi Square Statistic	P value	Cramer Statistic	Remark
Employee stress is a common now a days?	1.601	.449	.179	No significant association

2.5 Association of Qualification with Stress

The respondents are categorized on the basis of qualifications into three categories, Phd's, Post Graduates, Diploma and Graduates. The Chi Square test is applied to test the null hypothesis that there is no association of qualifications with the level of stress, the results of Chi Square test is shown in table 2.5. It is found that there is no significant association of qualifications with the fact that stress is common now a days and the teachers feeling stressed.

Table 2.5; Association of Qualification with Stress

Stress	Chi Square Statistic	P value	Cramer Statistic	Remark
Employee stress is a common now a days?	.76	.962	.039	No significant association

2.6 Association of Experience in Higher Education with Stress

The respondents are categorized on the basis of work experience in Higher Education into three categories, less than 5 years, between 5 to 10 years and above 10 years. The Chi Square test is applied to test the null hypothesis that there is no association of work experience with the level of stress, the results of Chi Square test is shown in table 2.6. **It is found that there is a significant association of experience with the fact that stress is common now a days.**

Table 2..6: Association of Experience in Higher Education with Stress

Stress	Chi Square Statistic	P value	Cramer Statistic	Remark
Employee stress is a common now a days?	9.028	.000	.617	Stress is common for respondents having experience of more than 10 years.

3. Conclusion

It is observed that stress is a common experience growing in higher education teachers. It has been analyzed in the study that there is a high stress in more Experienced, teachers than less experienced.. It is also seen that stress is nmore in married Teachers and in 30-40years age group teachers. Stress is experienced more by male teachers than Females. It is observed that stress is an experience for most employees and is a part of life. It is observed that Future insecurity, competition , materialism, were some common points of discussion.In the contemporary world it is necessary to accept stress rather than struggling with it and change in one's belief ol system is a need.The needs and aspirations of the teacher's can be known through meetings and performance appraisals methods.The root cause must be discussed and as far as possible they c an be helped through workshops and motivational lectures.It is found that thers is a significant association of stress and higher education teachers. Teaching is more than the formal transmission of expert, disciplined knowledge; It is both an invitation to and a support for, independent critical learning by both the student and the teacher. The problems that occur in practice are in some respects unique calling upon the teacher's professional knowledge. Teaching does not just mean classroom teaching, but also providing a leadership role in the university community in which both teachers as well as students are members. This will include, for instance ,organising co-curricular activities.

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